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ABSTRACT

Project Learning TIP (To Improve Productivity) was a federally-funded 18-month workplace literacy program for hospital workers in Miami, Florida. Students enrolled in courses designed to improve work-related skills, including English as a Second Language, basic literacy, general basic skills, pre-nursing, and high school equivalency test preparation. The program enrolled 147 students of varied ethnic backgrounds, and was evaluated using a context-input-process-product model. Data were drawn from program documentation, on-site interviews with program and host institution administrators and staff, a written survey of students, group interviews with participants, telephone interviews with training staff, and a tour of the educational and hospital facilities. Evaluation results suggest that the program serves a vital role in its community, serving as a laboratory for development of cooperation between the public schools and business and industry and contributing to the personal and vocational competence of its participants. Recommendations for program improvement include the following: providing a liaison between hospital, school, and program; offering instruction at the hospitals and the training center; conducting monthly meetings for problem-solving; offering more counseling and assessment services; and providing creative child-care and transportation alternatives. Related documentation is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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FINAL EVALUATION OF

PROJECT LEARNING T.I.P. (TO IMPROVE PRODUCTIVITY)

WORKPLACE LITERACY PROGRAM AT

LINDSEY HOPKINS TECHNICAL EDUCATION CENTER

1989-1990

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April 30, 1990

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INTRODUCTION

The purpose of this document is to describe the procedures and results for the external evaluation of the workplace literacy program at Lindsey Hopkins Technical Education Center, entitled, Project Learning TIP (To Improve Productivity). The evaluation was conducted by Dr. Joan Friedenberg, Columbus, Ohio. The contact person for Project Learning TIP, for the purposes of this evaluation, was Ms. Linda Fink, Project Director.

Project Learning TIP is an 18-month workplace literacy program for hospital workers funded by the U.S. Department of Education. Students can enroll in any of several courses designed to improve their work-related basic skills. Courses in English for speakers of other languages (ESOL), basic literacy, general basic skills, pre-nursing, and GED preparation are offered in three to five-month terms and students can enroll in as few as one and as many as five terms, depending upon their personal goals.

The CIPP (Context-Input-Process-Product) Model was used as a guide in planning and conducting this evaluation. To facilitate documentation and assimilation by the reader, this report will address each of the four components of the evaluation separately. However, results from all sections will be integrated in the Conclusions and Recommendations sections.

I. PROJECT OVERVIEW

In response to the need for more as well as improved health care personnel in South Florida area hospitals, Lindsey Hopkins Technical Education Center (LHTEC) secured funds from the U.S. Department of Education to offer a workplace literacy program for hospital workers who need adequate basic skills instruction to be able to do their jobs more efficiently (and safely) or whose lack of skills keep them from qualifying for higher skilled, better paying jobs. These employees include mainly entry-level low literate hospital workers whose efficiency and motivation need improvement; educationally disadvantaged workers who lack the hospital-required eighth grade reading level; workers who are high school non-completers and whom, with a high school credential, could qualify for more advanced training and better career opportunities; and limited English proficient (LEP) employees (generally, speakers of Spanish or Haitian Creole) who need instruction in listening and speaking, as well as in reading and writing English. The ultimate goal of the program is to increase worker productivity, lower job turnover, increase in-house promotions, and improve worker morale.

The program, titled Project Learning TIP (To Improve Productivity), is designed to provide basic literacy instruction, basic education, high school GED test preparation, English for speakers of other languages (ESOL) instruction as well as necessary support services to enable employees to participate (e.g. child-care, counseling, and transportation). Classes are provided an average of two to three hours per day, two days per week in three to five-month terms. Federal funds

for the implementation of this program covered primarily the costs for project personnel (1 full-time project manager, three part-time instructors, 1 part-time curriculum specialist, one full-time secretary, one full-time child-care worker, and a part-time bus driver) and equipment (2 IBM PALS System laboratories). The technical education center and three participating hospitals provided additional personnel time, space, and some materials and other services.

The program enrolled a total of 147 participants with 95 (65 percent) being women and 52 (35 percent) men. Students' native languages were English (45 percent), Spanish (45 percent) and Haitian Creole (7 percent). Twenty-four participants (16 percent) enrolled in the basic literacy class; 58 (39 percent) chose the ESOL class; 13 (9 percent) participated in the GED test preparation class; 19 (13 percent) enrolled in the IMTS class; 12 (8 percent) enrolled in the pre-nursing class; 5 (3 percent) in the cooperative nursing class, and 16 (11 percent) in both the IMTS and pre-LPN classes. Students' countries of origin include the United States, Cuba, Haiti, Nicaragua, Honduras, Jamaica, Grenada, Nevis, Trinidad, Antigua, the Dominican Republic, Peru, Ecuador, Colombia, Peru, and Uruguay. In addition, there was one Asian and one Iranian participant.

II. EVALUATION METHODOLOGY

The evaluation of any program should have a strong practical as well as theoretical model which provides the structure and guidance for implementing the evaluation. While many leaders in the field of educational program evaluation recognize that standard program evaluation models are seldom used in their entirety, the identification of a standard evaluation model to serve as a guide in conducting the evaluation is useful. The evaluation model selected for the evaluation of the Project Learning TIP is the CIPP (Context-Input-Process-Product) Model, originally developed by Stufflebeam. It is one of the most widely implemented educational evaluation models in existence. A brief description of the purpose for each of the four evaluation components follows:

- (1) Context Evaluation. To assess the degree to which the program has clearly defined the context within which the program will operate.
- (2) Input Evaluation. To assess the degree to which the program's objectives and procedures correspond to the program's context and the degree to which these objectives and procedures correspond to best accepted practice in adult workplace literacy and adult ESOL.
- (3) Process Evaluation. To determine the degree to which planned procedures are being implemented, and to identify any difficulties associated with the implementation of those planned procedures. Also commonly referred to as formative evaluation.
- (4) Product Evaluation. To determine the degree to which program

goals have been attained. Also referred to as summative evaluation.

Data were secured by the following data collection procedures:

- Examination of all program documentation relevant to the evaluation, including the funding proposal, promotional materials, recruiting and retention data and other project records, intake materials, curriculum materials and project-developed student surveys.
- On-site interviews with the project director and individual staff members.
- Observations of instructional activities, including literacy, GED test preparation, and ESOL classes.
- On-site interviews with the LHTEC administration.
- On-site interviews with hospital personnel training staff
- Written survey of students in the program. (See appendix)
- Group interviews with participants in the program.
- Telephone interviews with hospital personnel training staff.
- Tour of the facilities at the technical education center as well as at the participating hospitals.

Data sources for each evaluation component are as follows

1. Context Evaluation

- Funding proposal

2. Input Evaluation

- Funding proposal

3. Process Evaluation

- Promotional materials
- Recruiting data
- Curriculum materials
- Interview with project director
- Interview with project staff
- Interview with participants
- On-site observation of program activities and facilities

4. Product Evaluation

- Retention data
- Interview with project director staff, and administration
- Student survey
- Interview with hospital staff
- Pre- and post-test data

III. EVALUATION RESULTS

This section of the report presents answers to the evaluation questions posed for each of the four evaluation components.

Context Evaluation

The context evaluation examines how well the program has defined the context within which the program will operate.

Has LHTEC documented the need for a workplace literacy project in local Dade County Hospitals ?

Based on interviews with hospital personnel training staff and this evaluator's familiarity with health care personnel needs (frequent newspaper coverage of the problem, conversations with health care worker acquaintances, etc.), Project Learning TIP is addressing a legitimate and critical need for improved basic skills among hospital workers in Dade County Florida.

The "Need" section of the funding proposal (pp. 3-4) documents this need in clear language, but, perhaps, with less supporting detail than would be preferable. For example, although the proposal mentions problems of chronic personnel shortages in hospitals, it does not contain detail about these shortages, nor does it document any specific reference to these shortages (e.g. news reports, interviews with specific hospital administrators, etc.). To its credit, the proposal documents that there are over 8,000 workers at Jackson

Memorial Hospital and that 80 percent of the ancillary service workers (i.e. workers in non-professional, entry-level jobs in transportation, housekeeping, nutrition, maintenance, laundry, parking, and security) are Hispanic or Haitian and many are LEP. In addition, the proposal developers apparently surveyed local hospitals to identify the number of employees with basic skill needs and the nature of those needs. However, data from only one of the participating hospitals, Jackson Memorial, were provided and these data indicate four specific types of basic skill-related employee problems. The "Need" section also indicates that there are 4,000 potential hospital workers in need of a literacy/basic skills program; however, it did not indicate whether these four thousand were identified in the Jackson Memorial survey or whether this number was the total number resulting from all hospitals surveyed. It also does not mention the exact number of hospitals surveyed.

In spite of sketchy details and a few unclear data sources, the Need section of the proposal, coupled with testimonies provided by hospital personnel training staff, make an adequate case for the need for this project.

Input Evaluation

The input evaluation examines how well the program's objectives and procedures correspond to the context or need.

1. Does the program have identifiable objectives? What are they?

Based on a review of the funding proposal, the project has seven specific objectives. They are as follows:

1. The hospital partners will recruit persons currently in their employ whom they identify as lacking the necessary literacy skills and basic education necessary to achieve the maximum productivity on the job.

2. Adult literacy exit scores of 85% of the participants completing literacy instruction in the learning TIP program will be a minimum of three grade levels above their entrance scores.

3. Eighty-five percent of all participants who complete additional basic education training will meet the minimum educational competencies required by their jobs.

4. At least 60 % of the participants who study high school courses or GED preparation will attain passing scores in their classwork. Of those candidates for GED certification who have completed the GED preparation course, at least 70% will pass the examination.

5. Minimum English language competency levels for the specific health care area in which each works will be achieved by non-native English speakers who complete the workplace ESOL or accent reduction program.

6. Adult literacy exit scores of 90% of the LEP students completing literacy instruction will be one full grade level above their entrance scores.

7. Surveys of supervisory personnel using a Likert scale evaluation instrument will verify the impact of the program on the job performance of the participants.

2. Do the objectives correspond to the needs identified in the context evaluation?

Based on the needs identified in the context evaluation, the specified

objectives do, indeed, correspond well. That is, the objectives take into consideration the need for improving the literacy of native and non-native speakers of English, the general English ability of LEP participants, the credentialing needs of participants without high school diplomas, and improved functioning on the job for all participants. The "Need" section of the proposal discussed a needs survey conducted in local hospitals and the issues addressed in the results of that survey correspond well to these objectives.

3. Does the program design correspond to the project's objectives and inferred objectives and does it adhere to best accepted practice in adult workplace literacy and adult workplace ESOL?

The program design is quite comprehensive and includes components that correspond to the project needs and objectives as well as to best accepted practice in adult workplace literacy and ESOL (e.g. recruitment, assessment, support services, instruction, and coordination). The following services and components are included in Project Learning TIP's design:

- Recruitment
- Educational counseling
- Career and vocational counseling
- Participant incentives
- Coordination between the hospitals and school
- Space
- Participant testing
- Participants scheduling
- Curriculum and development
- Materials
- Transportation
- Child care
- Literacy training
- Basic skills education
- ESOL instruction
- Accent reduction training

- GED preparation
- High school instruction
- Updating of existing skills
- Project evaluation

It should be noted that some of the project components were not addressed as objectives or identified as needs (i.e. child care and transportation). The effectiveness of those components is better addressed in the formative evaluation.

Formative or Process Evaluation

The formative or process evaluation examines how well the project implemented the planned procedures.

1. Have appropriate project personnel been identified and recruited?

Based on interviews with the project director, hospital personnel training staff, school administration and participants, as well as on a review of staff resumes, project staff appear to be well qualified for their roles. It is important to note that few, if any, of the staff had ever been involved with a workplace literacy program, since such programs are relatively few. In addition, few had worked with the computerized IBM PALS System before. Despite being faced with new curriculum, a different sort of program, new methods, and some unforeseen staff changes, the project did an excellent job of retaining a highly qualified staff.

2. Have appropriate in-kind personnel been selected?

Based on interviews with the project director, school administration,

and hospital personnel training staff, as well as on observations, appropriate in-kind staff were, indeed, involved. It should be noted; however, as noble as the concept of "in-kind" is, some of the hospital staff were truly overwhelmed by their regular responsibilities coupled with the in-kind time contributions they were committed to provide to the project.

3. Has the Workplace Literacy Partnership Counsel completely been formed; what are its main functions; and how often does it meet?

The Counsel was formed and, based on interviews with the project director and on a review of the written meeting agendas and minutes, meetings were held on an as-needed basis and dealt with mainly recruiting, scheduling classes and support services (testing, child care, and transportation). Logically, the group met more often during the beginning stages of the program.

4. Have appropriate participants and an appropriate number of participants been recruited?

According to the program design, the hospital partners were to be responsible for recruiting participants. Because the official enrollment fell below the desired 200, staff at the school sometimes felt that the hospital staff did not promote the program adequately and the hospital personnel training directors, themselves, said that they wished the program had been able to provide them with a part-time assistant to help with recruiting and coordinating. Nevertheless, based on student surveys and on a review of the promotional materials

actually used, a variety of promotional techniques were, indeed, used by the hospitals, including placing announcements in pay envelopes, company newsletters, and on the bulletin boards of lounges. Announcements were also sent to supervisors who promoted the programs in meetings. At the same time, the staff at LHTEC provided an in-kind contribution of 50-100 person-hours to assist. They sent bilingual project and non-project staff to hospital career fairs and cafeteria and bank stations to recruit. They also promoted the program externally -- district-wide, state-wide, and even nationally, with the educational community, elected officials, and the media.

According to project records, a total of 194 participants were recruited and 147 were enrolled. For purposes of this evaluation, enrollees consisted of participants who registered for the program and attended class at least 3 times (47 attended fewer than three classes). Based on a review of participants' test scores as well as on interviews with them and their instructors, program participants were appropriate in terms of having a legitimate need for the services offered.

It is the opinion of this evaluator that most special programs that serve disadvantaged adult populations overestimate the numbers they believe they can initially attract and underestimate the time and resources needed to promote successfully. Experience has shown that word-of-mouth over time is the best promoter of a program.

5. Has the instructional project staff at Lindsey Hopkins developed and/or selected appropriate curriculum materials?

Based on interviews with the project director, instructional staff, and participants, as well as on a review of the actual materials, curricular materials seem, for the most part, appropriate. The literacy class uses mainly the computerized PALS system (developed and distributed by IBM). This system is an individualized, self-paced program which offers users a fairly sophisticated storyline (although too long and tedious) and numerous motivating activities which teach the users literacy as well as keyboarding skills. Participants seemed pretty pleased with the system. Instructors were cautiously positive, although not entirely enthusiastic, about the system. Many felt that their talents as teachers were wasted and that, perhaps, they should use their own materials and methods with the participants while someone else monitors the participants' progress on the PALS (Note that no students complained about the system).

The lack of appropriate assessment materials constantly plagued this (and all other) workplace literacy program. The Functional Literacy Test that accompanies the PALS system is not appropriate, based on best accepted practice in literacy testing. The test is culturally biased and assesses more awareness of mainstream U.S. customs than it does actual literacy. Instructors as well as the project director voiced concern about the need for more appropriate assessments. It is important to mention that the project director researched and reviewed assessment materials quite extensively at the initiation of the

project and has probably implemented the most appropriate assessment procedure available. In addition, instructors had concerns about the lack of an assessment for participants with potential learning disabilities.

The ESOL classes use a combination of commercially available ESOL texts and County, State, and program- developed materials. These materials are pre-vocational or general survival-skill and grammatical in content, as well as job-related.

6. Are the partner hospitals providing educational and career counseling? How often? What is the nature of the counseling?

Based on interviews with participants and hospital personnel training staff, little counseling is provided by the partner hospitals. Most participants indicated that their ESOL or literacy instructor provided them with their only career counseling. The one exception may be the regular Career Mobility Program that is provided to all Mount Sinai employees. Mount Sinai seems to have a strong, formalized and structured commitment to career advancement; however, no special counseling for Project TIP participants was evident.

7. What kinds of incentives are the partner hospitals providing project participants?

Although all partner hospitals provide some incentives for participating in Project TIP, the incentives were provided inconsistently. That is, within one hospital one supervisor might

allow participants to attend class on work time while another would require participants to attend on their own time. Participants were not happy with the inconsistency; however, many were less resentful than one might expect and some were even philosophical about it and indicated that either way, the program was going to help them advance both personally and professionally. Almost all participants received letters of commendation for their supervisors and personnel files for their participation. Mount Sinai seemed to offer the most incentives for participating voluntarily in any kind of staff development activity. They have a policy to show employees a potential career ladder for them; hold internal (in-house only) career fairs; make staff development courses available at flexible times; make courses seem valuable by making entrance pre-requisites and special employee discounts, and formal course registrations; holding formal graduations from workshops and inviting supervisors and department heads to attend; providing attractive certificates for participation; and providing letters from the chief operating officer congratulating them for attending a staff development activity on their own time.

8. Is adequate space available for the project?

Based on interviews with the project director and the hospital personnel training staff and on classroom observations, adequate space has been provided to the project by both LHTEC and the partner hospitals.

9. Is adequate coordination occurring between LHTEC and the partner hospitals?

Training directors seemed pleased with the degree of access they have been able to have to the project director. This access allowed the project to continually improve its ability to accommodate the sometimes challenging demands of attempting to establish a structured educational program in a work environment that is constantly plagued with staff turnover and absences, scheduling changes, and so forth. The project director was able to provide as flexible a program as possible by providing the partner hospitals with on-site PALS labs and by providing even more flexible class hours at the school site. Although the training directors were pleased with the regular communication with the project director, many felt that they needed to have additional on-site (even part-time) assistance with the program and more opportunities to meet with the other training directors.

Product or Summative Evaluation

The product evaluation examines how well the program has attained its stated (and inferred) objectives.

1. What percentage of the recruits completed the program?

For the purposes of this evaluation, a program completer is defined as a participant who completed one complete class or term in the program or who left the program early but attained their goal (e.g. passed the

GED exam).

One hundred forty-seven participants enrolled in the program and seventy-eight (53 percent) completed it. Although this percentage may seem disheartening, it is not at all unusual for a program of this nature. It is important to take into consideration that most disadvantaged adults have unusually high personal as well as work demands on their time and energies and have little support or incentive (save their own desire to improve or advance) to attend such a program on a voluntary basis. These participants have physically and emotionally exhausting jobs in hospitals and have huge family burdens. A more descriptive account of the good this program has done for those who were able to stick with it is encouraging.

2. What percentage of the participants exhibited an improved attitude towards their jobs?

Based on a survey of a sampling of 18 participants 17 (94%) improved their attitudes towards their jobs. In addition, these participants offered the following comments about the program:

- "I can understand what I read for the first time."
- "I can use a computer now."
- "I can help patients better."
- "I feel more confident when I have to read or write."
- "I got a higher position."
- "It gave me the boost I needed."
- "I can understand the newspaper, magazines, and TV for the first time."
- "I feel better about myself."
- "It helps me at work, at home and at church."

3. Have the adult literacy scores of at least 85% of the non-LEP participant who completed the literacy program increased by at least 3 grade levels?

Based on records provided by the project director, the non-LEP participants increased their literacy scores as follows:

- 21% by 1 grade level
- 57% by 2 grade levels
- 7% by 3 grade levels
- 14% by less than 1 grade level

4. Have 70 percent of the participants who took the GED preparation course passed the GED exam?

Based on project records, 4 of the 9 participants took the GED course and 2 (50%) actually passed the GED exam. The remaining 5 participants will continue studying at their respective hospital satellite sites.

5. Have the adult literacy scores for 90 percent of the LEP participants increased by at least 1 grade level?

Based on project records, 13 of the 24 ESOL participants (54%) increased their literacy by at least one grade level.

IV. CONCLUSIONS AND RECOMMENDATIONS

"Learning TIP" is a unique program which serves a vital role in Dade County, Florida and, perhaps, our nation. The project itself has served as a laboratory for developing cooperation between the public schools and business and industry. Although it has had to endure "growing pains," as any first-time effort of this nature would, it has helped employees increase their language, literacy, and other basic skills; it has provided employees with computer literacy and keyboarding skills; and it appears to have helped many of these adults gain more self-confidence and higher self-esteem. Because of some of the difficulties that had to be addressed, the school and hospitals both seem to have a better understanding and sensitivity towards the needs of one another's institutions as well as the needs of the students/employees. Such development can serve as a vital contribution to the workplace literacy and adult education fields. Due to funding constraints and conflicting schedules among the school, hospitals and employees, the key to this program's success has been the flexibility that all three groups of players have at least tried to provide and the commitment that individuals in each of the three groups have put forth.

Program modifications can be offered; however, it is understood that they must be weighed against available resources and policies. Recommended modifications are listed below:

1. Provide a liaison or coordinator-type person to assist the 3 hospital training directors with recruiting employees, monitoring their progress, and acting as a liaison between the hospitals and

school and between the hospital training departments and line supervisors. One full-time person could spend 1.5 days per week at each hospital and .5 days at LHTEC.

2. Have some instruction available at both LHTEC and the hospitals. The amount at each site should depend on what is best for the employees and on the space, time, and commitment of the hospitals. A goal might be to reach as many employees as possible, allow the hospital trainers to take on as much of the PALS supervizing as they are willing, and make use of the strong language teaching expertise that only the LHTEC instructors can offer.

3. Have monthly meetings in which the project director, instructors, and hospital training directors can congregate and discuss mutual problems and resolutions. Rotate the meeting location each month among LHTEC and each of the three hospitals.

4. Provide counseling and more assessment services at the LHTEC site, including procedures for assessing LEP persons for learning and other disabilities.

5. Look for creative ways to provide child-care and transportation services to employees who need them in order to participate.

APPENDICES

1. Evaluation survey
2. Selected promotional pieces

Lindsey Hopkins Technical Education Center
Miami, Florida

Project Learning TIP
1989-1990

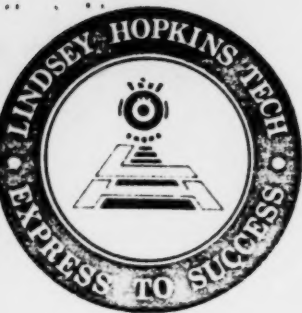
Participant Survey

1. Where do you work? ☐ Jackson Memorial ☐ Cedars
 ☐ Mt. Sinai ☐ Other _____
2. What is your present job? _____
3. How long have you worked in this job? _____
4. Which class are you in? ☐ ESOL ☐ Basic Literacy
 ☐ GED ☐ Pre-Nursing
5. How would you rate your teacher? (circle one)
 excellent good fair poor
6. How many months have you been in this program? _____
7. How did you hear about the program? _____
8. Why did you want to be in the program ?
9. Who gave you counseling in the program?
10. Did you receive good counseling? Explain:
11. Has the program helped you with your job? _____
 How or how not?
- 12.. Has the program helped you personally (example: your attitude,
 self-confidence, daily living, etc.)? _____
 How or how not?

13. What kind of job do you hope to have in the future?

14. How can this program be better?

15. Any other comments?



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U.S. Rep. Dante Fascell Will Attend

VOCATIONAL SCHOOL BATTLES ILLITERACY WITH COMPUTERS

MIAMI, Fl...Oct. 27...U.S. Rep. Dante Fascell and a host of Dade County officials will see the results of some hard-won federal funds this Friday when Lindsey Hopkins Technical Education Center shows off the latest in computer technology designed to combat illiteracy in the workplace.

"This is the culmination of a lot of hard work," said LHTC Principal Dr. John Coursey. "Now, that we have the program in place, it's important that our friends and supporters -- as well as the public -- know about it."

"Lindsey Hopkins is on the front line in the battle against illiteracy. If you can't read, you can't understand the technologies of the workplace -- no matter what the level of your job. That's what this program is all about."

(The center is 750 NW 20th St. The open house begins at 1 p.m. with refreshments and tours of the new facilities. Mr. Fascell speaks at 2 p.m.)

At the heart of center's efforts is an IBM program called PALS, or Principle of the Alphabet Literacy System. It combines touch-screen "talking" computers with color graphics and a story-line about two ancient kingdoms at the brink of war because they have no common language. The program provides a low-key approach that permits each student to proceed at his or her own pace.

The center submitted a proposal to the U.S. Department of Education for funds as part of the Workplace Literacy Partnership Program. Only 37 applications were selected from hundreds that were submitted. Lindsey Hopkins' proposal was the second best in the country and earned Dade County \$320,000.

Dr. Coursey said the PALS lab is proving especially beneficial in the center's Hospital Workplace Literacy program. This partnership with Cedars

(More)



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Medical Center, Jackson Memorial and Mt. Sinai hospitals provides education and support services to meet the needs of hospital employees.

"Through this program, we are providing a way for hospital employees to improve their status," he said. "They can apply for better jobs and upgrade their career standing within the hospital."

Maggie Brooks, who works in the Mt. Sinai out patient department, agrees.

"It's a wonderful program and a great benefit," she said. "I'm improving my vocabulary, learning a few things I might have missed in school, and refreshing my memory. The best part is I'm learning to type at the same time."

#

AGENDA
LINDSEY HOPKINS TECHNICAL EDUCATION CENTER
OPEN HOUSE

Friday, Oct. 27

1 p.m.....Tours of Literacy Laboratory

1:40.....Welcome/Introductions.....Dr. Tom Coursey, Principal, LHTC

1:44.....Hospital Workplace Partnership...Steve Nathan, CEO Jackson
Memorial

1:48.....Remarks from School Board.....(speaker to be named)

1:52.....The Student's Viewpoint.....Dollie Smalls, Mt. Sinai Medical
Center

1:54.....Literacy In Dade County.....Florida Senator Carrie Meek

2:00.....Keynote address.....U.S. Rep. Dante Fascell

2:10.....Closing remarks.....Dr. Coursey

2:15.....Tours & Q&A



Lindsey Ledger

Special Editor

OPEN ENROLLMENT FOR HOSPITAL EM- PLOYEES

The Hospital Workplace Partnership offers free classes to employees of Jackson Memorial Hospital, Cedars Medical Center and Mt. Sinai Medical Center. Classes in English for Speakers of Other Languages (ESOL), Basic Literacy, Reading Improvement, Math Review, GED Test Preparation, and Pre-Nursing are taught at Lindsey Hopkins and at the hospitals.

FOR MORE INFORMATION CONTACT:

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Lindsey implements workplace literacy program

Lindsey implements Workplace Literacy

GOING FOR THE GOLD!
Lindsey Hopkins submitted a proposal to the Federal Government for a demonstration project as part of the Workplace Literacy Partnership Program and it brought \$320,000 federal dollars into Dade County! Of the several hundred grant applications received by the U. S. Department of Education, thirty-seven projects were chosen for funding. Our proposal was rated the second highest of the thirty-seven in the competitive application review process. Immediately, Lindsey Hopkins put the program into action.

THE LITERACY PROGRAM - SUPPORTING CAREER MOBILITY -- The Hospital Workplace Literacy program is a consortium with Lindsey Hopkins, Cedars Medical Center, Jackson Memorial and Mt. Sinai. This partnership provides a combination of educational and support services to meet the needs of individual hospital employees enrolled in the program. As all federal projects must have names, this one is called Project Learning **TIP**, an acronym for **TO IMPROVE PRODUCTIVITY**.

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Literacy instructor Richard Firsten helps a student with word processing.

admitted to 8-North.

The patient requested the service, and Jan McNiff, RN, associate vice president, Nursing Services, was instrumental in obtaining the closed captioning device through Biomedical Engineering, with the help of director Scott Silva. When not in use, the device is kept in the Joseph Freeman, M.D., Hearing and Speech Center.

Oscar Armero, coordinator of Audiology and Speech Pathology, says that "Cedars is currently equipped to meet all of the needs of hearing impaired inpatients. The Hearing Center can provide amplification devices, portable telephone amplifiers and a teletypewriter (TTY)."

Contact Armero at Ext. 4773 between 8:30 a.m. and 5 p.m. Monday through Friday for installation of any of this equipment for hearing impaired patients.

Nurse recruitment given star appeal at Cedars

One of the greatest challenges facing Cedars is the recruitment of nurses. To meet this challenge, the hospital has launched a major local and national campaign.

Miami Vice star Philip Michael Thomas has agreed to assist Cedars in this campaign, which will include an economic incentive for both persons joining Cedars and employees bringing in new recruits.

Newspaper and radio advertisement campaigns are being conducted in five northern cities, one Canadian city and in Ireland. The ads mention

in a short time, thanks in part to the skill, patience and understanding of their instructor.

Cedarail summer school fill-in sessions scheduled

Cedarail, Cedars childcare center, will be holding two "mini" summer camp sessions for children 5 to 13 years old. They will run prior to and after the Dade County summer school session. The first session will run from June 19 to June 30 and the second one will run from Aug. 21 to Sept. 1. There will be daily field trips.

The charge for the camp will be \$15 a day or \$60 a week. For more information, contact Anita Schulman at Ext. 4539.

some of the advantages of working at Cedars — a retirement plan with accelerated vesting, 100 percent tuition reimbursement and on-site child care.

These campaigns will be followed by recruitment teams prepared to interview interested candidates and hire on the spot.

"We're recruiting nurses to help Cedars meet the challenges of the proposed affiliation with the University of Miami's Medical School, while maintaining quality care for our existing patients," said Elly Howard, vice president, Human Resources.

BASIC SKILLS education program available to Cedars employees

Getting his high school equivalency diploma is something Al Najera, security dispatcher, has wanted to do ever since he came to this country from Cuba.

"I finally am able to do something I've wanted to do for a long time, and that's to get my G.E.D.," Najera said.

Najera is one of 38 Cedars employees participating in a \$300,000 adult literacy program funded by the U.S. Department of Education. The program is being offered in conjunction with Lindsey Hopkins and two area hospitals.

Called "Learning to Improve Productivity," the program has four sections:

- ◆ English as a Second Language
- ◆ Basic Education

- ◆ Intermediate Education
- ◆ G.E.D. Preparation

The program's purpose is to help employees become more productive on the job, according to Marcy Beckford, staff development coordinator. "Through this grant, employees have the opportunity to improve their educational skills as well as their English competency, therefore making them eligible for advancement," she said.

The English classes, for which most employees are signed up, meet on-site at Cedars. Those enrolled in G.E.D. Preparation meet either at Jackson Memorial Hospital or Lindsey Hopkins, depending on their level.

"I signed up last Fall and have been participating in the program every since," Najera said.

On Mondays and Wednesdays, after he leaves work at 4 p.m., Najera goes to Lindsey Hopkins where, with the help of a computer, he prepares for the G.E.D. exam.

"They have a great computer lab there. You are assigned a computer which tests you, gives you results and allows you to work at your own pace," Najera said. "It's really great. I didn't even know that type of system existed."

"Most employees participating in this program are doing so on their own time," Beckford said. "The majority of them are very motivated to better themselves and their situations."

The program, which is coordinated by the Education Department, is free to Cedars employees. An enrollment period will be held at the end of April.

From

"Cedars Life"
March/April 1989
Employee Newspaper

BASIC EDUCATION UPDATE

For All Employees Interested In Improving Their Reading/Writing Skills

There will be a meeting to discuss
the Basic Education Program offered
in cooperation with Lindsey Hopkins

DATE: Friday, December 9, 1988

TIME: 4:30 PM

PLACE: Cafeteria A/B

For more information, please call Employee Development
at extension 2801 and leave your name and extension

See You At The Information Meeting

CLIMBING THE CAREER LADDER?

Free Classes Can Help



GED Diploma

Power Reading

English and Accent Reduction

Convenient classes at the hospital and
Lindsey Hopkins Technical Education Center

**Call the Hospital Workplace Project,
Linda Fink at Lindsey Hopkins
324-6070 extension 4309**

or Your Employee Development Office